



VISION OF CANADA- WIDE CHILD CARE SYSTEM

Affordable for all - very low fees for all ages, with zero fees for those on lowest incomes

Accessible for all – variety of services and hours catering to different needs – adequate supply for all who wish to use – deliberately equitable access for marginalized families and children

High quality – delivered by qualified well-compensated educators who actively respond to the needs of each child and each family

It will be exciting and incredibly worthwhile....BUT....it will take us a long time and lots of work to fully get there

MOUNTAINS TO CLIMB

We need an increase of at least 50% in the number of child care spaces available in centres and family homes – at least 150,000 new spaces

We need at least 30,000 more child care staff in Ontario

We need services to be located where families live and where need is great

We need staff in each Ontario municipality to become leaders in planning for expansion, development of new spaces, management of a very large expansion in demand, recruitment and retention of staff

We need a provincial government and Ministry of Education that supports this radical transition in early learning and child care delivery in every way

SHE- CESSION AND SHE- COVERY

COVID 19 had a disproportionate impact on women

Especially racialized, indigenous, immigrant, low-income mothers

3 million jobs disappeared in March-April 2020. The lowest-paid occupations suffered the largest job losses

There has been substantial bounce-back, but workers with wages in the bottom 40% are still not back at former levels of employment.

On top of this, population aging was already creating a labour supply crisis. And immigration is way down in last 2 years

So, affordable child care is absolutely essential for women, children, families and the economy

WHY UNIVERSAL AFFORDABLE CHILD CARE?

Removing huge barriers to employment for mothers. Reduces double day of work. Prof. Pierre Fortin finds it pays for itself

High-quality early learning and child care is very good for children

If expansion and accessibility are done right, early learning and child care reduces inequality and promotes community

WHAT SHOULD ONTARIO'S ACTION PLAN LOOK LIKE?

Rapid expansion is key – 30,000 new spaces per year. A major development effort.

- Capital funding. Dedicated planning and pre-construction funding for municipalities.
- Min of Ed to fund and mandate school boards to provide space without charge
- Municipalities and Min of Ed to agree on designs for rapid modular construction
- Use school, municipal and provincial public properties to locate new centres
- 100% provincial operating funding. No municipal share

It can't happen without many more qualified educators – compensation has to rise and to encourage education, training, professional development

- More wage enhancement funding
- Compensation grid designed to recruit and retain

ONTARIO'S ACTION PLAN

Phasing-in! It will be very tricky to manage the expansion of demand for child care. Access must be fair and promote equity and universality.

- Demand for child care will increase dramatically and rapidly
- Supply will increase gradually.
- How do we manage demand? Phase-in by age of child? Phase-in by income and need? Restrict access geographically? Waiting lists? Priority access? Sliding scale of fees?
- More-advantaged families are well-placed to gain favoured access. Municipalities and Min of Ed will have to explicitly plan for equitable access

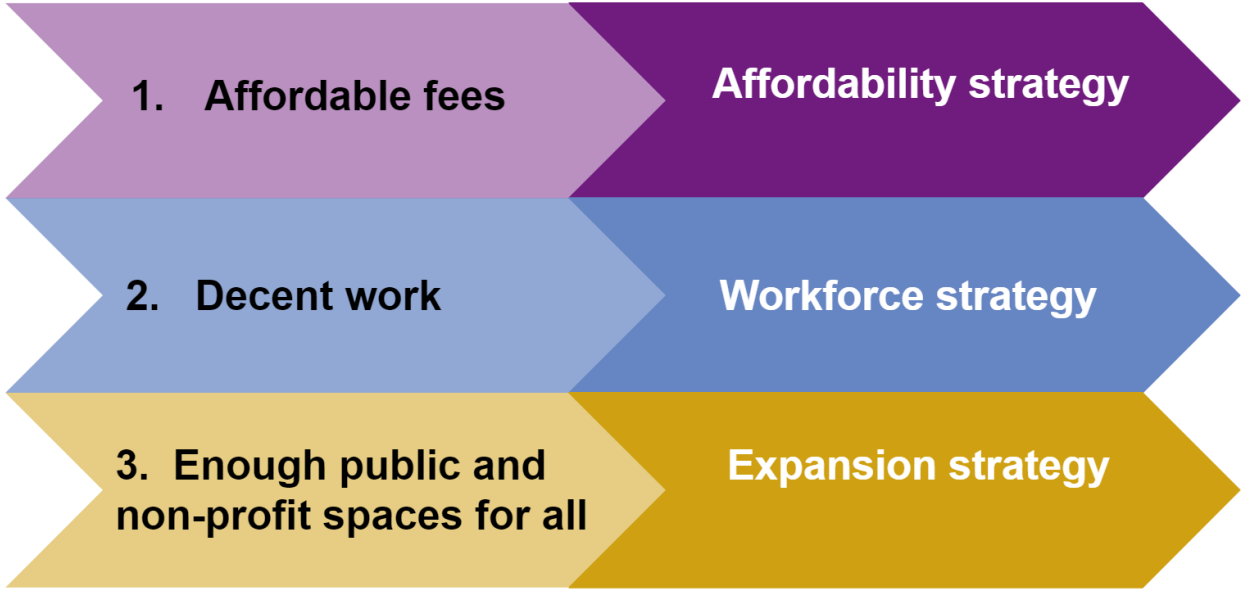
Municipalities are a key source of local and specialized knowledge and abilities. Municipalities will have a key role in planning and developing new services and in monitoring quality and costs. They will need the resources to do this.



Roadmap

to Universal Child Care in Ontario

- Organizations across Canada are developing Roadmaps for how to best make the federal child care plan work in their jurisdictions.
- The OCBCC and AECEO's Roadmap sets out 30 policy interventions to get us from our current child care market to a publicly funded and managed child care system.



First edition
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childcareontario.org/roadmap

Early learning and child care system building

- Enshrine the right of all young children to access regulated, inclusive, culturally safe ELCC.
- Embed anti-racism and anti-oppressive frameworks and pedagogy across the ELCC system.

Full and sufficient operational funding.

- Publicly fund child care programs directly to meet true per diem costs that allow programs to meet affordability and wage targets.

Sufficient capital funding

- Facilities developed with public capital funds remain public child care assets.

Affordability strategy

- Cap fees at a maximum of \$10 per day per family.
- Introduce a sliding scale for lower-income families.
- Fees collected by local service system managers.



Workforce strategy

- Salary scale starting at \$25 per hour.
- Decent Work Standards
 - Sick days
 - Planning time
 - Communities of practice
 - Paid time for professional learning
- EC Workforce Learning Framework.



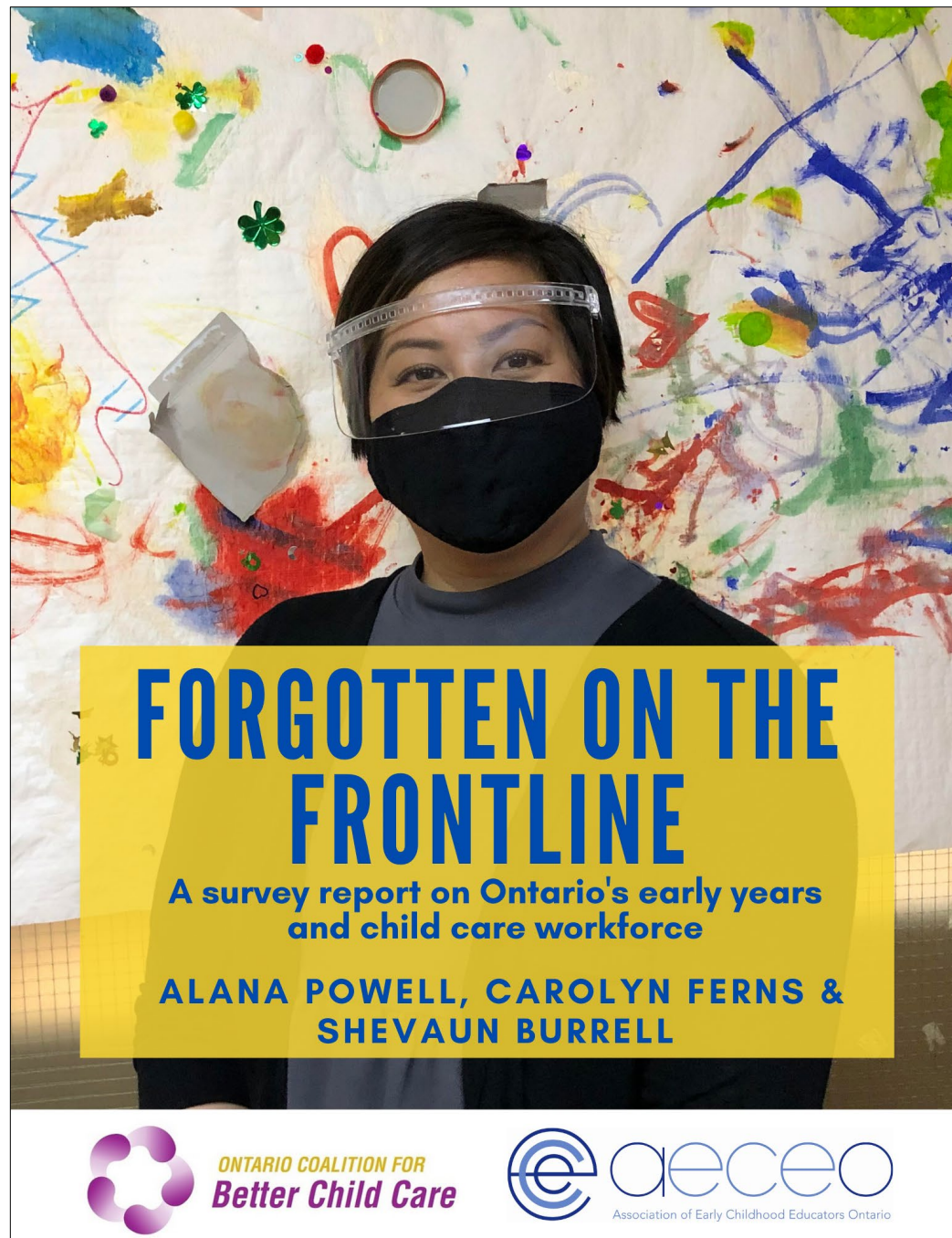
Expansion strategy

- Curtail for-profit expansion
- Publicly plan expansion with explicit targets for creation of new public & non-profit programs.
- Strengthen the non-profit sector's capacity to scale up.
- Prioritize expansion in underserved communities & populations.

A retention and recruitment crisis

- Before the pandemic:
 - Graduation rates of ECE programs increased, yet enrolment of graduates in the CECE has been declining by an average of 7.2% per year.
 - RECEs are less likely to maintain their professional status when working in the licensed child care sector, with membership resignation averaging within **three years**, compared to other employment settings where the average is **seven years**.
- Since the pandemic:
 - Decreased job satisfaction and increased in job-related stress have led to more resignations and workforce shortages.


We must address the workforce crisis through a **wage scale and Decent Work Standards**.
Recruitment strategies alone will never work.




FORGOTTEN ON THE FRONTLINE

A survey report on Ontario's early years and child care workforce

ALANA POWELL, CAROLYN FERNS & SHEVAUN BURRELL

 **ONTARIO COALITION FOR Better Child Care**

 **aeceo**
Association of Early Childhood Educators Ontario



ELCC Recruitment & Retention Strategies from Manitoba



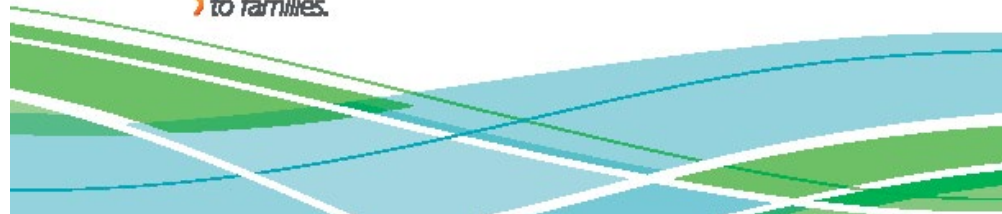
Manitoba Child Care
Association

Family Choices: Manitoba's Plan to Expand Early Learning and Child Care



*Focused on
what matters most
to families.*

Manitoba 



Retention

- 3% increase to support salaries in July 2008 and again in July 2009
- Wage Adjustment Fund
- Registered Pension Plans and Retirement Supports for Manitoba's Early Learning and Child Care Workforce

Registered Pension Plans & Retirement Supports for the ELCC Workforce

1. Registered Pension Plans:	For full- and part-time child care workers in licensed, non-profit centres and nursery schools
2. Matching Registered Retirement Savings Plan (RRSP) contributions:	For licensed, home-based family and group child care providers
3. A long-term service recognition retirement benefit:	For long-term workers in centres and nursery schools and for home-based family and group providers



Recruitment

- Recruitment Incentive Grant
- Public Awareness Campaign

Training Supports & Initiatives

- Annual Training Grants
- Conditional Tuition Support Grants
- Staff Replacement Grants



Market Competitive Salary Guideline Scale

For Early Learning and Child Care Centres, 2018 - 2019

Director:

- As defined in *The Community Child Care Standards Act*, Manitoba Regulation 62/86.
- Director I: Manages a facility of 50 spaces or less.
- Director II: Manages a facility of 51-100 spaces.
- Director III: Manages a facility of 101-150 spaces.
- Director IV: Manages a facility of 151-200 spaces.
- Participates in at least 24 hours of ECE professional development per year.
- MCCA recommends that centre Directors have a relevant credential in management.

Directors are in charge of the daily management of the centre. They oversee all aspects of the program and are accountable to the Board of Directors. Their duties are primarily managerial, requiring supervision of staff who care for and educate the children.

DIRECTOR:						
2018-19						
Job		Level 1	Level 2	Level 3	Level 4	Level 5
Director IV (151-200 spaces)	Annual	\$83,021	\$88,200	\$93,388	\$98,576	\$103,764
	Hourly	\$39.91	\$42.40	\$44.90	\$47.39	\$49.89
Director III (101-150 spaces)	Annual	\$75,465	\$80,182	\$84,899	\$89,616	\$94,342
	Hourly	\$36.28	\$38.55	\$40.82	\$43.08	\$45.36
Director II (51-100 spaces)	Annual	\$68,116	\$72,373	\$76,630	\$80,888	\$85,144
	Hourly	\$32.75	\$34.79	\$36.84	\$38.89	\$40.93
Director I (50 spaces or less)	Annual	\$59,488	\$63,208	\$66,925	\$70,677	\$74,350
	Hourly	\$28.60	\$30.39	\$32.18	\$33.98	\$35.74

Supervisor / Assistant Director / ECE with Specialized Training / Nursery School Teacher:

An individual who has the dual responsibility of the administration of the centre and the delivery of the program. This can also include nursery school teachers, unit leaders, assistant directors, and centre directors who are included in the child/staff ratio.

A guideline job description is in the Human Resource Management Guide for Early Learning and Child Care Programs, Manitoba Child Care Association, 2014.

Supervisor II or Assistant Director:

- A Supervisor or Assistant Director whose job description includes a significant portion of the child care program administration in a facility of 51 to 100+ spaces. Examples include orientating and directing staff, managing employee records, developing staffing schedules, assisting in identifying professional development opportunities and record keeping.
- Participates in at least 24 hours of ECE professional development per year.

SUPERVISOR II / ASSISTANT DIRECTOR (ECE II OR III):						
2018-2019						
Job		Level 1	Level 2	Level 3	Level 4	Level 5
Supervisor II	Annual	\$52,821	\$56,124	\$59,423	\$62,727	\$66,027
Assistant Director (ECE II or III)	Hourly	\$25.39	\$26.98	\$28.57	\$30.16	\$31.74

Supervisor I / Assistant Director / ECE III with Specialized Training / ECE II or III Nursery School Teacher:

- A Supervisor or Assistant Director whose job description includes a portion of the child care program administration in a facility of 50 spaces or less. Examples include orientating and directing staff, managing employee records, developing staffing schedules, assisting in identifying professional development opportunities, and record keeping.
- OR
- An ECE III whose duties are primarily those performed by an ECE working with children with additional support needs, infants, school-agers, aboriginal children, or any other recognized specialization.
- OR
- An ECE II or III working in a nursery school, whose duties are primarily those performed by an ECE working with children and whose job description includes a portion of the child care program administration duties.
- AND
- Participates in at least 24 hours of ECE professional development per year.

© MCCA 2018

The main areas of responsibility for a centre Director are:

- Program Management
 - Health and Safety
 - Curriculum
 - Families
- Organizational Management
 - Centre Administration
 - Government/Regulating Body
- Financial Management
- Human Resource Management
 - Hire and Manage Staff
 - Career Development and Training
- Public Relations
 - Communication Skills
 - Public Relations
- Professionalism

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The main areas of responsibility are:

- Health and Safety
- Program
- Families
- Administrative Management:
 - Government/Regulating Body
 - Administration
 - Children and Families
 - Operational Management
 - Financial Management
 - Personnel Policies & Procedures
 - Career Development and Training
 - Public Relations
- Professionalism

(WAGE SCALE ON PAGE 4)

For more information:



www.mccahouse.org



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The Manitoba Child Care Association



@manitobachildcare